

730407

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HOUSE OF EDUCATION,
AMBLESIDE.

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1898.

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Thin frames - Chi - Brush drawing
A low - He had prepared well
 for Chr. I had arranged his own paper
 well - Spoke in rather a mulling
 tone -

"much rather a crooked line than a
 patch - left some odd - Chr. did
 not know exactly what they had to do
 to not exact - enough - not sufficiently
 on the watch -

Yours got no room - by 1/2 kg.
 a slight - connection with Chr. -
 a sort of attitude of - I told you so
 - that shot have been seen - at the

beginning -
 "I told you before - matter down -
 begin again - a fresh prep -
 back - work of material -

13p2CH47

Search & sympathy, artistic work etc.

Ch^r had no guide as to what they
shd do... really a mere copying class -

The whole full of such a lesson
shd have been a sense of humor -

The Ch^r shd have enjoyed seeing
the cow come -

elephant - - cat - - cow - with dread
Solemnity -

"Smaller - dog on left!" "Wait a minute
don't begin!" -

"Make the babies much larger - wait
you?" - Ch^r not allowed to point
out his own mistakes -

"Like I told you" -
"Mind what I said" -

No! No! - Antagonism with Ch^r -

"I don't take any" - No attempt to

let - Ch^r pointed their faults -

"I haven't got that" -

A certain Aunt - of course, famed
"only on ? which this was allowed to ans -
fester's legs -

"Cover it up in the shading" - you fault
eye - "just one dab of yr brush - not
sympathetic with eye -

"Dora held her brush badly -

Oh dear!
held such hands -

The real delight of the lesson chilled
by his unsympathetic manner

No bright little talk abt - Spotty cow -
nothing but - reproach -

Only one pleasant word in the whole
lesson -

legs - no ? as to why thick at top -
Apr's brush went to Chris's drawing ab -
shd never be -

consent "I agree" -

"besting that line too old -

This face more like cat than cow
"I did" - a rude answer

A quite unsatisfactory lesson

Badin method

+ messy my, artistic in manner.

First Amity - Cl. III -

Causes of Sp. Fluor was -

Food to give girls after work. while
she drew sketches map.

Food to make girls find name of Cuba.

"Div. into Antilles" -

"That's why it's called the queen

ys worked out her sketch of Cuba

well -

myth have got ... yellow fever & ague for

girls -

- food for the sugar -

Brought out products of Cuba well -

Cards unhealthy - Why?

13P5CHC7

Good to point out - beginning of sea
trade -

for my Spanish

and -

half natives?

Cost Mexico & Peru - no references

to map -

He recited his information -

nothing said of particulars of

manipulations -

No word as to whether Gold kept its

word -

Superintending "work" the other people

good to read & say put in 7:00 am

words - "pretty fields - pretty well and -

"branches" - Can imagine famine -

Starvation - Girls C. have told this -

By this time? - Girls shaped -

any one of whom ~~known~~ -

and were -

13P64M67

The girls took report in the lesson
Started for war

Girls class in picture maps -
Food to have pictures of Manila -
War broke out at Cuba - Why?
Americans won the battle?

No acct. of what took place -
at Manila -

What are the names of the nations -

To speak with great effort - as
much as in writing & lesson.

Girls allowed to write -

Did not work out - lesson - the

was rather a lecture - then a lesson

Still lesson gave a good idea of
the condition of Cuba -

"Submarine mines" -

did not make in any plan -

A very fair lesson -

But - too much

Thin Buttes - Ch. 10 -

13 p 404

Historical Story -

Very good to let Ch. find out - differences
between people of Ch. 1 + men of today -
good to find Ch. dressed in steel -
"his father not - a good king"?

good to say "rather a long name can you
say 'it'?"

It's evidently judged well of promise of

Ch. illus: of two rather good -

This use of chalk makes the picture very
graphic - might have got sweat
clothes - from Ch. -

Why choose an oak tree -?

Lin Lin you know -

leaves very like a brick - not so big

Got to make Ch. say clearly the
sentence -

Widen chimney - reached Ch. but
might have been told more frequently

Cromwell - the leader?

a charming story to hiding in oak tree and
alluded to -

birthday treat?

When F. asked definitely chr. able to

set facts - F. put too much of the

weight of the lesson on the chr. -

waiting for them to ans. impossible? -

oh been not think -

chr. here - all chr.

? Patriotism?

want you to tell me something more abt it -

chr. not greatly interested - lesson did

not appeal to them - but they knew

the lesson -

F. - kind & encouraging but rather
too exhort -

a good lesson on the whole -

13p9cm7
The Amblers - Cl III -

Thomas à Becket

4. began very well - worked out
a very good idea of the times of the
the few cap. work to the cap.
his descriptions of Henry II - thorough
good. chr. worked out - well the contrast
between Henry & Becket -

Sack cloth? -
V. G. to get - idea of B - began facts - but
his note well worked out - as Henry -
Saracen girl - not well told -

his language sometimes a little booky -
the old thought -

"clerical" post - -

Ch. = prime minutes -

"humor of sense rather a light one"

very good to get - "rich how we count"

of even to talk of pendulism -

"It was a system wasn't it?"

not - a good?

Y^e worked out - the irregularity of the
very well -

Y^e did not bring out clearly exemption
yet -

"Cl. his servants" -

Y^e worked out - honey & equal justice -

Y^e treated Francis's wrong answers
faintly -

Not clear as to

Council of Clarendon - well worked up to -
until at last it needed only to be
mentioned -

Rather a pump for Arlph. to Clarendon -

BB - quickly used - whole lesson
burst -

"Crosses" - ?

pump - ? Cl. pump -

knights & priests - mixed -

Some words quite lost - in Y^e's haste -

Lesson went into some details - apparently

to grasp the whole -

Y. asked girls who were not ready as well -

issued an edict -

Y. very good - she did not let girls what they knew - but worked out further details & imperfections -

Y. allowed girls to speak without much rough sketch suggestions -

thought of S. Blair - not clearly said -

Y. mixed pictures with story rather too much -

Y. good to finish story in words of Tennessee -

Corrected lesson reading better -
Recap - good to have narrative in recap.
Lesson - well chosen as illustrating the facts.

Studies at the time -

matter well selected - & a fairly adequate idea given of a difficult position -

teaching very spirited - depends a lesson

a great improvement on last -
girls worked well - thoroughly interested -
an excellent lesson

Clay Modelling - Miss Armistead

3 p 12 m 167

Clay -
V. began very well by asking questions abt
Clay + exciting Chris interest - 7th cl
brought in air if she had preserved a
little longer -

Chr did not -
Dolly, came h off to very pleasant
7th little came h² of the very nice -
+ Tr's voice so bright + sympathetic
that it did not take the pleasure out of
lesson -

Chr worked hard at rolling -
getting tired soon - with ready help.
"pull it out" - 7th accepted + worked from
his idea -

Little Dolly took idea quickly -

7th kept means to end her work

"Don't make it any shape you like"

V. always encouraging - but requires
faithfulness in copying -

The child's artistic sense really cultivated -

a real desire to enter competition of shape of mass

"You cannot be as round as that"

Ed - flat top - instead of flat

13P13CHC7
Chr. brought the necessity for
careful handling.

Look at - now 2 dots -

made to see beta fault.

Allowed Chr. to make up sketch -
first to make sketch &

recap. of lesson -

V. did not allow - little fault -

really 'aimed at - perfection' -

- allowed herself to touch Doris's

carrot -

V. S. to find the need of hot for sketch -

His eye very quiet - she saw every

fault -

Handled Dollie -

If even child should take no pleasure in

anything handled by V.

Carrot - a really difficult model

"first to ask - how do you prohibit?"

Draw every thing you see -

Chr. pointed out some of points in

lesson -

Lesson with air - V. S. -

Walter discouraging to say into very

like a carrot -

An excellent - Lesson except that

V. kept it into a little

German - Join. ^{the} ⁱⁿ ^{is} ^{place} ^{and}

His tableau v. well described

rather had to have girls (was) large

He gave his works in a very big & interesting way -

Gave subjective sentences incidentally & naturally.

His voice not quite distinct enough

in class - in other words a little -

Let 2 make of sound -

for music on pl. -

not to write in German characters

not quite enough

girls too much in occupation while

at work -

girls playing did not know characters

His work a little too subdued -

interpreted with the b.

prop'ly - act the lost not -

He did not explain too much -

girls almost mute -

His manner always interesting but also properly instruct

Lesson

Min - hug it - Horelman - 11-

"Long ago - much longer than you can remember -
you can do - i.e. - know name & city

"Looking down on top of it - might have
suggested from long way

got to draw Tides - walls -

"Have us a king and food -

"With the queen's lady's foot

It did have filled up space with outlines
of buildings

great - many soldiers - wouldn't fit into yr. house -

"Lyle Lin sure you know - "protect"

might have pt - "break down the bridge" from
the chm.

"bridge broken down here - "foot"

"What's a general - "common soldiers"

He did not understand the limited pages &
idea of the chm.

got to show picture of Rome & then

Dolly knew "book"

Early foot lesson - Yr. not quite in sympathy
with Chⁿ - but told story brightly & well -

Stance "in brass"

X. Fortitude's round back.

A clear idea of the story - Chⁿ narrated -

Here - a very brave man!

Miss Lubbs - Cl. III -

Reported by Unitary Method -

Yr. began brightly & clearly by telling
idea of problem - but not enough

exercises - on what is given - on

"had much less than 2"

How many times less than 12 -

12 times less -

Girls very slow - for plates cost 2/ -

girls told answers -

Yr. got confused & bright when girls
were stopped -

how many times less - 8 times less -
 " divide the by the price - meaning
 what?

Yr very ready with examples -
 got to work out two sorts of problems

Yr's picture
 can't divide 30 into 6
 Ch's C.T. not

Yr went on to 3rd kind of problem
 without getting clearness in the first two

Yr stated 3rd kind of problem correctly

Ch's showed no power at all -

"How much less" -

"I made it easier what it would be -
 very well to get next steps -

6 times less -

6 times more

What rule you find out by -

Y^e did not get the idea clear -

but $\frac{5}{3}$ Bad -

"How do you feel 3 times more getting

this picture very commendable -

but his statement as follows -

In what form is this sum -?

Money -?

Y^e very careful not to tell - but worked
out from illustrations -

Y^e worked out - I - very carefully -

Y^e not - careful to state sum nicely
a what -

Dr^r - Drove past, gentlemen's dinner

$\frac{5}{2}$ - very confusing

1 book - how much less - instead of what
part of

How much more than we

$\frac{15}{4}$ or $\frac{15}{2}$ -

- "Ladies" dividing by 4.
Divide by 4

An excellently conceived lesson
but spoiled by want of clearness
of thought in a particular
fairly good --

i. B. H. M. - dots.
7 times less

Ex- who easier to begin by working
one piece of one

Min. Tetley - Clip - Wasp -
fairly good - bright teaching - and
questions - Ch. interested -

Min. Allen - Ch. III - piece with class
discussion -

Very good - nicely felt - short
manner very pleasing
& Ch. interested with bright

13p20CHC7

Thin Walnut - Ch. Carters

first to begin by getting = sides of Sq. - but
Chas. might have been made to lengthen -

first to ask length of line -

Ch. - Little girls to work with rules -

Chas. made to draw circle with compasses
with as little metal as possible.

Made hold compass with both hands -

new piece of paper sh. not have been

given till Mady had mastered circle -

lets up. compass - Mady allowed to raise

compass - by elbow -

Mady allowed to hold ^{point of} compasses -

V. gentle & painful thing -

"Mady, you are allowed to press on shoulder -

you are ~~compass~~ circle a bad pattern -

did not touch edges of Sq - this not teach

exactness. - across

"There or sixteen!" Chas. sd have found this
out - - sort to get $\frac{6}{10}$ from measure

A good lesson in teaching of measurement
 failed in def. leading to many in management
 of companies - & in Wilson's Bank
 but much for given time.

A Fairly good lesson.

Min Allen. Ch. 11. Dante

first to show portrait - to get all
the facts of life & contemporaneous history -
& Dante's life.

It's long way, rather too bookish - "effects
had been established" - V. wanted to

long for answers from the facts on

subjects they did not know of 3 parts.

V. spends too much time in "history"
her subject.

How was it (i.e. important) made -

"W. B. R. as a general idea - form"

first to form form, then -

V. worked out her points very carefully -

first to draw sections of circles -

Preparing - up! only d. - good

"W. B. R. as a general idea - energy & etc.
bottom of W. B. R. Why not?"

"mystic rose" - might have been it instead

side read well at first - "I don't quite"

follow - a good correction -

"It seems to me to mean" a good expression
but reading not translating - the idea -

It made good use of girls' reading -
you should know Nellie - Herzensgeschichte -

good to give girls passages to read -

Y. appeared to be well at home in his
subject - good to get description

of 'Grand Old Man' -

Y's voice likes & telling -

Line of duty precise - well described -

in attempt to point a moral - but

the text told itself

Y. had exactly the happy way of
dealing with her subject - quiet - incidentally
not too instructive -

Home? Later -

Lines - V. L. - fine set of Virgil's Satires
in D's words -

"live in in deris" -

"early Renaissance painters' descriptions

~ good -

Point of Human Intuition -

V. looked well on 2nd line -

But did not dwell enough on driving home

"coming to our ideas - 2nd -

Delicate choice of evil - well put -

Phlegm - badly spelt -

'trees' - very pretty touch -

"Dante's picking up of leaves

Kiln & train - well treated -

"Lam - well touched -

~~well~~ Treachery - well put out - from

girls - 'Murder' composed girls -

An excellent lesson - Well thought out -

I well expressed - Above all it aimed

its purpose - I showed clearly the

feeling - & it conveyed them - the

girls did not help feeling interested in

truth with Dante's thought -

Singularly delicate treatment -

Min. for - 21.15

1st seen in English Malt

It began with very easy cases -

the interested ch.

Failed to get Maltⁿ + Maltⁿ - +
 for a little impatient

2. am hour worked out nicely

3. Maltⁿ nicely

4. to ask 2.5 ch. brought out
 the practical meaning of sum

5. to appreciate that ch. did
 sum by themselves without the

6. 'Shilling' not - well worked out -
 7. ch. had said - gentlemen had
 not 12 pence -

8. to exercise ch. in finding out
 what the problem is

9. did not dwell enough on reduction

Review to shellings.

13p26cm7

Ref. to let-chor to see how sure it
he put down-

It compared chor by stating one long way
might have let-chor put down sure.
Chor might have told S. & G.

Did not make it clear to chor that
shellings & pennies were worked separately
"carry" allowed-

Lesson carefully graduated - but
children's brain got a little tired toward
the end - Dull in table at end of lesson
better having

It worked out necessary signs
very simply

It might have asked very careful touch
chor - as the relation between props: & ans.

Count what line

concrete examples made it very plain

Net 21 = 1.9

13P27047

^{He} never made it plain why Chen
carried -

A good lesson - but never been
any good before his fault.

Chen worked hard - was generally
kept at him right out -
wrote to drill in tables then Ch.
were tired -

He always interesting & interested
but voice a little sleepy -

Ch. IV - History Lesson.

Q. 1. What are the factors that make
 your life what it is -
 next? very much clearer -
 It worked out idea of 'Character'
 very well -

A good lesson - showing enormous
 amount of ~~for~~ much power - but
 too much for girls - and
 we worked out -

Oct. 13th 8

i3p290467

Miss Ammatt - Cl. III - Analyzed -
Fairly good - not clear - not brisk.

Miss Mackenzie - Cl. IV. Hist; prog -
Fairly good - not historical - and
interesting -

Miss Bevis - Grammar. Cl. I b -

A ~~good~~ very fair Lesson - great
want of clearness

Miss Williams - Practice - Cl. III -
A good Lesson - clear &
Conscientious

Miss Hughes. ymcs. class - is p30CH07

Mr. T. J. T. T. T. - a very fair lesson -
a little dry & uninteresting -

Miss Spearman - Classes III + IV

Very good lesson - V. Sympathetic

bright & capable - girls
worked well with her -

Miss Ryan Clouds. Class III

Fairly good. Accent & pronunciation
fairly sympathetic. interesting.

Miss McBride class IV Alfred the great.
very fair. Accent & pronunciation very
fairly snatter interesting.

Miss
~~Less~~

Miss

Min Conder - Cl. III - Latin

~~Just~~ Very Fair Lesson - not clear -
voice & manner very dull -

Min Inghel - Cl. IV - Euclid - Prop. 40

Good Lesson - voice & manner dull.

1899 - Jan 26th

Cl. II
 Min Evans - Design - daisies

Early part Lesson - Encompass

Cl. IV
 Min Hughes - Tarsophores
 expects - a good lesson

Feb. 2nd Min Lammey Cl. 8/16.

Bad
 Very fair Lesson

" " Min. Clark Cl. III

Volcano
 Very fair Lesson

Feb. 9th Min Vengat - Cl. III
 German form - Very good lesson

Min Strahan - Cl IV

Sloyd - Six guns - good.

Feb 16th Min - Tutting Cl. II
 History - Endy - Anschepfing

Feb 16th Min Nesbitt - Equations
 Very good lesson -

Feb. 23. Miss Mackenzie

Reading Lesson (Pussy) Class I & II

A good Lesson - discipline faulty.

Miss Hughes Jones. Class III

Reading emphasis

good lesson on the whole.

Map No. 1a Dictation II 13P34CHC7
March 1st

Peckham Haddis
Haddis IV. F. Good

March 8th } Map Evans 1st Lesson
 } Grammar Pictures Class I (6)
 } Good Points not
 well worked out.

8th Map Nesbitt Literatures
Marlowe Edward II.

Enunciation not clear Good

March 15th Map Farnce Class II
 } Philarch Fair
 } Map Wingate Class III
 } Creté Good

March 22 Map Peckham Class 1a
Twiss Good
Map Hughes-Jones Class II
Dictation V. Fan